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## Information/Action

### *Professional Services Committee*

### Accreditation and Program Approval

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**Executive Summary:** This agenda item presents an initial accreditation recommendation for one prospective program sponsor, and program approval recommendations for two guidelines-based Professional Clear Administrative Services Credential programs and one induction program.

**Recommended Action:** That the Commission act on the initial accreditation recommendation, the guidelines-based program recommendations, and the induction program recommendation.

**Presenters:** Lawrence Birch, Administrator, Joe Dear, Consultant, and Karen Sacramento, Consultant, Professional Services Division.

#### Strategic Plan Goal: 1

#### Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Assess and monitor the efficacy of the Accreditation System, Examination System, and State and Federal Funded Programs.



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# Accreditation and Program Approval

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## Introduction

This agenda item presents a recommendation for initial accreditation by a prospective program sponsor and proposals submitted by local education agencies and institutions of higher education for guidelines-based Professional Clear Administrative Services Credential program approval and induction program approval.

### I. Initial Accreditation

Prior to 1995, institutions not previously approved to offer programs of professional preparation would submit a program proposal responding to the preconditions and standards of the California Commission on Teacher Credentialing. If the institution was accredited by the Western Association of Schools and Colleges (WASC) or another regional accrediting body and if the response to the preconditions and standards was judged to be satisfactory, the Commission voted to give approval to the institution to begin offering one or more programs.

With the adoption of the *Accreditation Framework* in 1995, the Commission made a distinction between “initial accreditation of institutions” and “initial accreditation of programs,” as described below.

### Policies for Initial Accreditation of Institutions

Under the authority of the Education Code, the Commission has the authority to determine the eligibility of institutions to offer preparation programs and to recommend issuance of credentials to candidates completing programs of preparation. This authority also applies to other program sponsors such as school districts, who were made eligible to sponsor professional educator preparation programs through subsequent legislation.

**Education Code Section 44227 (a)** – The Commission may approve any institution of higher education whose teacher education program meets the standards prescribed by the Commission, to recommend to the Commission the issuance of credentials to persons who have successfully completed those programs.

**Education Code Section 44372** – The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

- (c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

**Accreditation Framework Section 4 A 1 - Initial Accreditation of Institutions.** A post-secondary education institution that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial professional accreditation. Institutional accreditation by the Western Association of Schools and Colleges (WASC) or another regional accrediting body is required for initial professional accreditation by the Commission. The Commission may establish additional procedures and criteria for the initial professional accreditation of institutions to prepare and recommend candidates for state credentials in education.

Under the above provisions, the only specific criterion for initial accreditation is regional accreditation. However, the Commission is given authority by the *Accreditation Framework* to establish additional procedures and criteria. In October 1998, the Commission adopted procedures and additional requirements for initial accreditation.

### **Adopted Procedures for Initial Institutional Accreditation**

The following procedures, adopted by the Commission, apply to institutions and other program sponsors, such as school districts, who have not previously prepared educators for state certification in California:

1. The institution (program sponsor) prepares a complete program proposal that responds to all preconditions, Common Standards and appropriate Program Standards. The proposal is considered to be the application for accreditation.
2. Initial Accreditation is a two-stage process:
  - a. The proposal is reviewed for compliance with the appropriate preconditions (regional accreditation [or governing board approval], identification of position responsible for oversight, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, agreement to provide information to the Commission, etc.) and brought before the Commission for initial institutional accreditation action. If the proposal meets the Commission's requirements, the institution (program sponsor) will be recommended for initial accreditation, essentially making it eligible to operate a credential preparation program.
  - b. If the Commission acts favorably on the proposal, it will be forwarded to the Committee on Accreditation for further action. The program sponsor's responses to the credential program standards for each program the institution (sponsor) wishes to offer are reviewed by Commission staff or panels of expert advisors to determine the sufficiency of the responses. Once it is determined that the program proposal meets the Commission's program standards, the program sponsor is recommended to the Committee on Accreditation for initial program accreditation.
3. Once granted initial program accreditation, the institution (program sponsor) is given authority to begin the program and will then come under the Commission's continuing accreditation procedures.

## **Initial Institutional Accreditation Review Process**

Before a proposal is submitted for review, there is usually consultation with one or more Commission staff members. Typically, the consultation would be one to two hours in length. Once the proposal is submitted, staff review is conducted to see if it is complete, if responses to the required preconditions and standards are satisfactory, and if appropriate supporting evidence is included. If the response is incomplete, the prospective sponsor is notified and given the opportunity to submit additional information. Depending on the thoroughness of the submission, the review could take as little as two to three hours of staff time. However, if the response to the preconditions is deficient, the time necessary to complete the review could increase to double the time. If the proposal meets the Commission's requirements, a Commission agenda item will be prepared and the program sponsor will be considered for initial institutional accreditation. The estimated time for the preparation of the agenda item is two to three hours of staff time. The total amount of time required for an initial institutional action would be, at a minimum, of five to eight hours of staff time.

The time necessary for the prospective program sponsor to prepare the proposal would be considerably longer, responding to all required preconditions and standards and supplying supporting evidence. Further, once the program sponsor is granted initial institutional accreditation, the program proposal is forwarded for program review by staff or a review panel.

Once a program sponsor has been given initial institutional accreditation it is included in the ongoing continuing accreditation system. This would mean a regular updating of program standards and participation in the accreditation process. For every new program sponsor granted initial institutional accreditation, the Commission's accountability responsibilities are increased.

## **Request for Initial Institutional Accreditation from the Los Angeles County Office of Education**

The Los Angeles County Office of Education (LACOE) is a local education agency. The *Pathways to Leadership* program is planned to prepare educational leaders to transform California schools, with particular emphasis on high priority, under performing schools and schools that experience high turnover of formal school leaders, through rigorous results-based, interrelated learning experiences. LACOE has been providing training for educational leaders since 1984 through the California School Leadership Academy. In that time close to 2000 administrators have completed one or more of CSLA's Leadership Programs and have filled administrative positions in all 81 districts in the county. With a county population of over 10 million, LACOE serves over 1800 public schools.

LACOE is looking forward to beginning this program and indicates that there are a number of factors that will assure a high quality and effective program. Among them are: (1) The program is based on standards for educational leadership that will provide a way to measure effectiveness and identify deficiencies. (2) A program evaluation team from WestEd who will provide accountability procedures and data that will be used to improve the program. They will design instruments and collect data from all stakeholders to measure the effectiveness and quality of the program. (3) Data

gathering and communication systems maintained by the program administration team will ensure the effectiveness of the program. (4) Finally, the program will have the support of the Los Angeles County Office of Education and all the resources of the largest educational office in the United States.

The program is grounded in the concept that leadership is taught as a defined set of skills and attitudes. Candidates are informed in the orientation session of the program's mission and design, learning outcomes, sequence of courses, field experiences, online face to face experiences, and performance assessments based on the Candidate Competence and Performance Standards in Category II. Learning agreements are developed based on instructor's expectations and the candidates multiple perspectives as adult learners. Instructor's guides and course syllabi are developed using an agreed upon protocol including clearly defined learner outcomes, instructional strategies determined by the learner outcomes, formative and summative assessments, resources that support the learning theory, and meaningful practice and field experiences. The program is designed to prepare school leaders to confront issues of equity, achievement gaps, scarce resources, hard to staff schools, and underperforming teachers and staff and to lead in ways that positively impact teaching and learning, school culture, and community involvement.

### **Review of Institutional Proposal**

The Los Angeles County Education Office has submitted a complete response to the Commission's Preconditions, Common Standards, and Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs. The responses to the preconditions and standards were reviewed by Commission staff and were determined to be appropriate for this first level of review. A Commission action to grant initial accreditation will allow the completion of the review of the program proposal. The results of the review of responses to the Common Standards and Program Standards will be forwarded to the Committee on Accreditation for further consideration.

## **II. Recommendations for Approval of Guidelines-Based Programs for the Professional Clear Administrative Services Credential**

### **Background**

California's school administrator credential structure consists of two levels of certification. The first level, the Preliminary Administrative Services Credential, requires the candidate to verify three years of successful school experience, possess a teaching credential or other services credential (e.g., counseling credential), and to complete a Commission-accredited formal administrator preparation program or to verify administrative knowledge by passing a Commission-adopted examination. The Preliminary Administrative Credential is valid for five years. During this first five years of service, the administrator is required to complete advanced certification requirements in order to qualify for the permanent California administrator license, the Professional Clear Administrative Services Credential.

In response to concerns stated in the field about the effectiveness and utility of programs leading to the professional clear credential, the Commission reviewed program standards and requirements in

2001 and 2002 and solicited input from California administrators about their experiences in completing credential requirements. From this information the Commission concluded that there needed to be greater flexibility in options and requirements for new administrators to obtain the professional clear credential. The Commission also determined that one or more options needed to emphasize mentoring from an experienced administrator rather than formal preparation in order to make the advanced preparation experience most effective for new administrators. Consequently the Commission acted to establish a variety of options from which a new administrator could select to meet requirements for the professional clear credential.

Guidelines-based professional clear administrative services credential programs are one of five options provided to new school administrators for meeting requirements for the Professional Clear Administrative Services Credential. The Commission established this option in November, 2003, as the last of several measures aimed at reforming advanced California school administrator preparation. The other four options available under current law are:

1. ***Completion of a standards-based professional clear administrative services credential program*** – These programs are offered by colleges, universities and county offices of education. Such programs consist of a combination of coursework and fieldwork experiences and are reviewed under the Commission’s formal program accreditation process. Virtually all administrators completed this route after the state instituted a two-level administrative credential structure and prior to the Commission’s most recent reform efforts.
2. ***Demonstrated mastery of fieldwork performance standards*** – This option is an extension of the authority of the standards-based programs described above, allowing institutions with those programs to assess program candidates on their current administrative performance, and to clear any or all program coursework requirements based on the findings of that assessment. This option is intended to allow institutions to abbreviate programs for some candidates based on a determination that a candidate has already been able to demonstrate competence in one or more aspects of the professional clear credential program. Only those aspects in which the candidate has demonstrated competence are to be cleared under this option, and all of the other program requirements must be completed before the candidate is to be recommended for the professional clear credential.
3. ***Completion of the AB 75 Principal Training Program offered by a state-approved provider*** – The Commission acted to recognize completion of all three modules of the Principal Training Program as an option for meeting the advanced preparation requirement for the professional clear credential. These programs are reviewed and approved by the State Board of Education with assistance by staff of the California Department of Education. Due to a requirement for some administrators to complete this program, as well as the availability of state funds to cover administrators’ costs for participation in many cases, this has become a popular option for meeting requirements for the professional clear credential.
4. ***Passage of a national administrator performance assessment adopted by the Commission*** – Legislation reflecting the Commission’s policy for administrator preparation reform included establishing an examination option for meeting requirements for the professional clear credential. At the time this legislation passed, Commission staff had identified a portfolio-based assessment being developed based on national administrator performance standards that are closely aligned with California’s administrator performance standards, and had intended to

propose that assessment to the Commission for possible adoption to serve as this option. Due to a dispute over ownership of the portfolio assessment among the entities involved in its development it has not yet become available for use. Staff has not found an acceptable alternative, so this option is not currently available.

The fifth option, guidelines-based professional clear administrative services credential programs, focuses on providing individualized support, mentoring and assistance to new administrators. These programs are required to initially assess candidates on their early administrative performance, thereby identifying relative strengths and weaknesses and establishing appropriate professional development goals. Based on the initial assessment the candidate, program faculty and an experienced administrator who will serve as the candidate's mentor develop a mentoring plan that defines the focus, goals, mode and frequency of mentoring activities and may identify specific professional development activities that the candidate will complete over the course of the program. Program guidelines for this option require that candidates receive a minimum of two years of mentoring prior to being recommended for the professional clear credential. The candidate's administrative performance and progress toward program goals must be assessed on multiple occasions, and the mentoring plan may be amended over time to reflect changing candidate needs and/or job responsibilities. The program design must also include a summative assessment through which the candidate must be judged to have attained a level of administrative competence meriting recommendation for the Professional Clear Administrative Services Credential. Programs approved under this option are granted authority to recommend program candidates for the credential based on a positive summative assessment.

### **Guidelines-based Program Review Procedures**

The Commission's adoption of program guidelines to govern program review and approval represents a departure from the Commission's conventional program approval process. Under the conventional process, programs are proposed and reviewed according to formal program standards, preconditions, and the Common Standards adopted by the Commission, and the decision on program accreditation rests with the Committee on Accreditation. Due to the alternative approach of guidelines-based programs, the Commission opted to institute a different program approval process. At its November 2003 meeting, concurrent with adoption of the guidelines that govern these programs, the Commission adopted the following process for review and approval of guidelines-based professional clear administrative services credential programs.

1. An entity interested in sponsoring a program prepares a program proposal that addresses each of the Guidelines for Alternative Professional Clear Administrative Services Credential Programs, and the related expectations.
2. Before the proposed program is submitted to the Commission, it receives written approval by the individual or group responsible for governance of the entity sponsoring the program. The written approval accompanies the program proposal when the proposal is submitted to the Commission for review and approval.
3. Commission staff reviews the proposed program to determine whether the proposal complies with the Commission's adopted guidelines and expectations for such programs, and may



request additional information or clarification from the program sponsor to be satisfied that all guidelines and expectations are met.

4. Upon a finding that the proposed program meets all program guidelines and expectations, staff recommends program approval to the Commission and places the proposed program on the appropriate agenda for formal approval.
5. Once formally approved, the program may be implemented by the program sponsor, and an individual identified as having completed the approved program will be recognized as having completed the requirements for the Professional Clear Administrative Services Credential. The program sponsor will complete a program completion verification document produced by the Commission, and provide this document to the administrator completing the program for use in applying for the Professional Clear Administrative Services Credential.

Based on this program review structure, Commission staff has previously reviewed seven guidelines-based professional clear administrative services credential programs and the Commission has formally approved those programs, which are now in operation. This item presents two additional proposed guidelines-based programs. Staff has found that each program proposal has received appropriate endorsement from the sponsoring agency's governance, and that each program as proposed meets the Commission's guidelines for such programs. A brief description of each program follows.

### **Programs Submitted for Consideration**

There are two programs proposals submitted for consideration of Professional Clear Administrative Services Credential program approval. These programs were reviewed according to the *Program Provider Guidelines for Alternative Professional Clear Administrative Services Credential Programs* adopted by the Commission in 2004 (<http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf>) beginning on page 75.

#### *Claremont Graduate University*

Claremont Graduate University has decided to discontinue its existing Standards-based Professional Clear Administrative Services Credential Program and replace it with a Guidelines-based program.

This program proposal is focused on the growth of the candidate during the first two years of administrative experience. The Program depends upon specific support components in the form of mentoring by current and successful district administrators (the employee representative); in the form of a Professional Credential Mentoring Plan developed by the candidate in collaboration with the Lead/University Mentor and the District Mentor; peer communication, engagement and support in the form of candidate conversations and the development of mutually supportive relationships with a peer "partner" from within the district; in the form of a professional portfolio documenting the Mentoring Plan, the induction Plan for targeted professional development that addresses the responsibilities of the educational leadership positions to which the new administrator is assigned; goals and success indicators, the candidate's experiences during the term of enrollment as well as

formative and summative assessments as required. The program's design reflects program relationships, communication patterns and structures created to support student success.

This proposal includes appropriate program documents and forms to be used for assessing the candidate, the mentor, and the program. The proposal complies with requirements in the guidelines for both internal and statewide program review of program quality that both inform the program about ways in which it may be further refined, and assist staff in determining whether continued program approval is merited.

### *California State University, Sacramento*

California State University, Sacramento (CSUS) has decided to discontinue its existing Standards-based Professional Clear Administrative Services Credential Program and replace it with a Guidelines-based program.

This program proposal is focused developing educational leaders from diverse backgrounds, who will positively impact the improvement of educational institutions and environments – from Pre-K through university and professional levels. The program strives to train leaders to:

- Be visionary change agents
- Create collaborative learning communities
- Engage in reflective practices
- Ensure diversity and equity
- Implement research-based practices and site-based best practices
- Build capacity through leadership development.

Candidates will develop an individualized program of professional development activities during the induction seminar. The plan will be developed in consultation among the candidate, employer and university representative and it will consist of the following competency areas:

- Organizational and Cultural Environments
- Dynamics and Strategic Planning
- Ethical and Reflective Leadership
- Analysis and Development of Public Policy
- Management of Information Systems
- Human and Fiscal Resources Planning

This proposal includes appropriate program documents and forms to be used for assessing the candidate, the mentor, and the program. The proposal complies with requirements in the guidelines for both internal and statewide program review of program quality that both inform the program about ways in which it may be further refined, and assist staff in determining whether continued program approval is merited.

### **Review of Guidelines-based Proposals**

Claremont Graduate University and California State University, Sacramento each have submitted complete responses to the Commission's *Guidelines for Alternative Professional Clear*

*Administrative Services Credential Programs.* Based on the initial program proposal and additional information provided in response to staff questions and concerns, staff has concluded that each program meets the Commission's Guidelines. Based on this conclusion, staff brings the programs to the Commission for consideration.

### **III. Recommendation for Approval of Professional Teacher Induction Programs**

#### **Background**

Passage of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) resulted in significant reforms in California's teacher preparation and credentialing system designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a path toward the Professional Clear Credential for the Multiple and Single Subject credentials.

As a result, the California Commission on Teacher Credentialing adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in March 2002. These standards established the expectations of the Commission, the California State Board of Education, and the state Superintendent of Public Instruction for the Beginning Teacher Support and Assessment (BTSA) induction programs and alternative induction programs sponsored by a college or university. The California Commission on Teacher Credentialing and the California Department of Education jointly administer the BTSA Induction Program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a professional program of teacher induction under SB 2042.

#### **Induction Program Review Procedures**

Following are the general procedures for the review of new Induction Programs:

1. Technical Assistance-Working together, Commission staff members, California Department of Education Staff, and BTSA Induction Cluster Regional Directors provide direct technical assistance to program sponsors wishing to submit documents in response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Technical assistance is provided through meetings with program sponsors to provide initial information on responding to the standards as well as ongoing meetings and communications via e-mail, telephone calls, and conference calls to provide assistance to the program sponsors during the writing process.
2. Program Review-The program review process for each response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* is a collaborative review process by Professional Services Division Staff, California Department of Education Staff and BTSA Induction Cluster Region Directors, the external induction program experts in the region. Professional Services Staff works with the program during the review period, communicating with them the findings from the review of their program proposals, and providing technical assistance as needed to assist the program as it responds to reviewer feedback and requests for information.

## **Induction Program Submitted for Consideration**

This report presents the Peninsula BTSA Project Professional Teacher Induction Program which has been deemed to have met all of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (<http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>) by the appropriate review panel and, as such, is recommended to the Commission for approval.

## **Summary Information on the Professional Teacher Induction Program Recommended for Approval**

The Peninsula BTSA Project Professional Teacher Induction Program provides support for beginning teachers who serve a diverse range of students throughout the consortium. The partner districts serve students from all socio-economic levels and many different cultures, ethnic groups, and primary languages. Student achievement within the consortium also covers a wide range of achievement levels. The Peninsula BTSA Project Induction Program provides beginning teachers with strong veteran teachers and high quality professional development to support their progress toward a clear credential and their entry into the teaching profession.

The Peninsula BTSA Project Professional Teacher Induction Program began in 1998 as the San Mateo County Office of Education BTSA Project. The program started with 50 beginning teachers in 4 school districts. In 2002-2003, the leadership of The Peninsula New Teacher Project moved from the San Mateo County Office of Education to Belmont-Redwood Shores Elementary School District. The Peninsula BTSA Induction Project returned to the San Mateo County Office of Education in 2005 and currently serves 473 teachers in 21 districts.

The Peninsula BTSA Project Professional Teacher Induction Program works collaboratively with the following institutions of higher education and local education agencies: Bayshore School District, Belmont-Redwood Shores Elementary School District, Brisbane Elementary School District, Burlingame Elementary School District, Cabrillo Unified School District, Hillsborough City School District, Jefferson Elementary School District, Jefferson Union High School District, La Honda-Pescadero Unified School District, Menlo Park City Elementary School District, Millbrae Elementary School District, Portola Valley Elementary School District, Ravenswood City Elementary School District, Saint Ignatius College Prep, San Bruno Park School District, San Mateo County Office of Education, San Mateo-Foster City School District, South San Francisco Unified School District, Woodside Elementary School District, Notre Dame de Namur University, San Francisco State University, University of California, Santa Cruz New Teacher Center.

The Peninsula BTSA Project uses the University of California, Santa Cruz New Teacher Project Formative Assessment System (FAS). FAS is designed to link new teacher learning and mentoring. Together, the beginning teacher and their advisor identify accomplishments and challenges, and connect the work to professional areas for growth as well as student academic needs. Each formative assessment tool supports mentoring and the advancement of beginning teacher practice. The tools are designed to be embedded in the day-to-day practice of the beginning teachers in order to become a natural part of their on-going professional thinking and learning. They are also

intended to provide structured opportunities for the advisors to share their knowledge and expertise with the beginning teachers, based upon the data they have collected together.

The Peninsula BTSA Project Professional Teacher Induction Program has responded fully to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. The review panel has judged that the program has met all applicable standards established by the Commission and recommends the program for approval by the Commission.

#### **IV. Options and Considerations**

##### Initial Accreditation

The Commission has the option to grant or deny initial accreditation to the following prospective program sponsor:

Los Angeles County Office of Education

Based on the submission of a complete program proposal and compliance with the appropriate preconditions, the sponsor meets the requirements for initial accreditation. Granting initial accreditation will allow the proposal to go on to the next stage in the review process -- a review of the program proposal by a review panel to insure that the program meets the Commission's program standards

##### Guidelines-based Programs for the Professional Clear Administrative Services Credential

The Commission has the option to grant or deny initial program approval for the Guidelines-based Professional Clear Administrative Services Credential programs of the following program sponsors:

Claremont Graduate University

California State University, Sacramento

Based on the satisfactory review of responses to Guidelines these two programs meet the requirements for approval. Granting program approval will allow the program sponsors to begin offering the programs to meet the requirements for the Professional Clear Administrative Services Credential.

##### Induction Program

The Commission has the option to grant or deny initial approval of the Induction program at the following program sponsor:

Peninsula BTSA Project Professional Teacher Induction Program

Based on the satisfactory review of responses to the Standards of Program Quality and Assessment for Professional Teacher Induction Program, the sponsor meets the requirements for approval. Granting initial program approval to the program sponsor will allow it to begin operation as an approved new teacher induction program.